

PBS Survey Information and Instructions

PBS Surveys (www.pbssurveys.org) is a web application that enables schools implementing positive behavior support plans to monitor progress, solicit feedback from teachers and other staff, adjust to local needs and challenges, and identify accomplishments.

Surveys assessing implementation status and needs can be conducted online and reports can be viewed as soon as a survey is completed. These surveys have been developed to meet the data requirements of PBS usage in schools. PBS school teams can use this survey data to assess whether school-wide behavior support programs are (a) being implemented with fidelity and (b) providing benefits to students.

The following surveys can be completed on this website:

- **Team Implementation Checklist (TIC) (quarterly)**
- **Self-Assessment Survey (SAS)**
- **School Safety Survey (SSS)**
- **Benchmarks of Quality (BoQ)**

To take the surveys you need to:

- **Notify your coordinator of the dates each survey is to be taken**
- **Notify your staff of the school account # (ex. # 128534)**
- **Go to the web address www.pbssurveys.org**
- **Click "login"**
- **Click "respondent"**
- **Enter school account #**
- **Click "surveys" at top left bar**
- **Click "self-assessment", "team checklist", or "safety survey" and click "take survey"**
- **Complete the designated survey and click "submit"**

Results can be retrieved by clicking the "survey/get results", the day after the window of dates for completing the survey has been closed and item analysis will be available within the???

Directions for Using the On-Line PBIS Team Implementation Checklist (TIC)*

Please Note: The *Team Implementation Checklist* (TIC) should be completed quarterly (by October 15th, December 15th & March 15th each year); the team will complete the checklist together but only one person needs to submit the checklist on **www.pbssurveys.org**.

Completing the *Team Implementation Checklist* (TIC):

- 1.) Go to **www.pbssurveys.org**
- 2.) Click "Login" on menu bar
- 3.) Click the "Respondent" button, put in your school account # _____ and then click on the "Login" button; upon submission you will receive a "Login Successful" prompt
- 4.) Go to "Surveys" on the menu bar, click on "*Team Checklist*" and then scroll to the "Complete Survey" button
- 5.) On the checklist select school, name of person completing and completion date; if your name is not listed under "person completing," click on the blue underlined "here" button and either add your information to the list or select yourself from the listed "Current Staff"
- 6.) Complete the status for each listed question on page one, "Startup Activities"
- 7.) Before submitting survey, click the "Ongoing Activities" tab at the top of the checklist to complete page two
- 8.) Upon completion of page two, click the "Submit" button

Viewing *Team Checklist* Reports:

- 1.) You can view the *Team Checklist* two different ways:
 - a.) Implementation by Feature
 - i. Click the "+" sign to see data
 - ii. Click the "Show Charts" sign to see graphs
 - b.) Overall Implementation
 - i. Click the "+" sign to see data
 - ii. Click the "Show Charts" sign to see graphs

***PLEASE NOTE:** Title on www.pbssurveys.org: *Team Checklist...OR...Title on www.pbis.org: EBS Team Checklist—Effective Behavior Support (EBS) Team Implementation Checklists Version 2.2 (Quarterly)*

TEAM IMPLEMENTATION CHECKLIST (TIC)

Title on www.pbssurveys.org: Team Checklist

OR...

Title on www.pbis.org: EBS Team Checklist—Effective Behavior Support (EBS) Team Implementation Checklists Version 2.2 (Quarterly)

DATA COLLECTION PROTOCOL

- ✓ Used by teams to guide activities.
- ✓ Updated quarterly during initial implementation process.

Team Implementation Checklists version 2.2, August 2002
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Educational & Community Supports
University of Oregon

Effective Behavior Support Team Implementation Checklists (Quarterly)

School _____ Date of Report _____

District _____ County _____ State _____

INSTRUCTIONS: The PBS team should complete both checklists quarterly to monitor activities for implementation of PBS in the school.

PBS Team Members _____

Person(s) Completing Report _____

Checklist #1: Start-Up Activity					
Complete & submit Quarterly		Status: Achieved, In Progress, Not Started			
		Oct.	Dec.	Mar.	May
Date: (MM/DD/YY)					
Establish Commitment 1. Administrator's support & active involvement.		Status:			
2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).		Status:			
Establish & Maintain Team 3. Team established (representative).		Status:			
4. Team has regular meeting schedule, effective operating procedures.		Status:			
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.		Status:			
Conduct Self-Assessment 6. Team/faculty completes PBS self-assessment survey.		Status:			
7. Team summarizes existing school discipline data.		Status:			

8. Strengths, areas of immediate focus & action plan are identified.	Status:				
Establish School-wide Expectations 9. 3-5 school-wide behavior expectations are defined.	Status:				
10. School-wide teaching matrix developed.	Status:				
11. Teaching plans for school-wide expectations are developed.	Status:				
12. School-wide behavioral expectations taught directly & formally.	Status:				
13. System in place to acknowledge/reward school-wide expectations.	Status:				
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.	Status:				
Establish Information System 15. Discipline data are gathered, summarized, & reported.	Status:				
Build Capacity for Function-based Support 16. Personnel with behavioral expertise are identified & involved.	Status:				
17. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation.	Status:				

Checklist #2: On-going Activity Monitoring					
Complete & submit Quarterly.		Status: Achieved, In Progress, Not Started			
1. PBS team has met at least monthly.	Status:				
2. PBS team has given status report to faculty at least monthly.	Status:				
3. Activities for PBS action plan implemented.	Status:				
4. Accuracy of implementation of PBS action plan assessed.	Status:				
5. Effectiveness of PBS action plan implementation assessed.	Status:				
6. PBS data analyzed.	Status:				

Additional Observations/Comments/Questions:

Directions for Using the On-Line PBIS Self-Assessment Survey (SAS)*

Please Note: The *Self-Assessment Survey (SAS)* needs to be completed once per year by all faculty and staff within the building; staff can complete in the computer lab together or be given a time frame within which to complete the survey.

Completing the Self-Assessment Survey (SAS):

- 1.) Go to **www.pbssurveys.org**
- 2.) Click "Login" on menu bar
- 3.) Click the "Respondent" button, put in your school account # _____ and then click on the "Login" button; upon submission you will receive a "Login Successful" prompt
- 4.) Go to "Surveys" on the menu bar, click on "Self-Assessment" and then scroll to the "Complete Survey" button
- 5.) On the survey, select your occupation/role within the school
- 6.) Continue to complete the survey making sure to click one button in each of the two categories, "Current Status" and "Need for Improvement"
- 7.) Once the first page is completed, click on the "Next Section" button and complete the following three pages in accordance
- 8.) Once the fourth page is completed, click the "Submit" button at the bottom of the screen

Viewing Self-Assessment Survey Reports:

- 1.) To view survey, make sure your coordinator has closed the survey or that the ending date (_____) has transpired
- 2.) You can view the *Self-Assessment Survey* four different ways:
 - a. Individual Summaries
 - i. Click the "+" sign to see data
 - ii. Click the "Show Charts" sign to see graphs
 - b. Comparative Summaries
 - i. Highlight dates to compare (up to five comparisons)
 - ii. Click "Display Report"
 - OR
 - iii. Click "+" sign to see data
 - iv. Click the "Show Charts" sign to see graphs
 - c. Analysis of School-Wide System
 - i. Click "+" sign to see data
 - ii. Click the "Show Charts" sign to see graphs
 - d. Individual Item Scores
 - i. Choose school year, system name, implementation needs and select format
 - ii. Click on "View Report"

PLEASE NOTE:** Title on www.pbssurveys.org: **Self-Assessment Survey...or...Title on www.pbis.org: *EBS Survey—Effective Behavior Support (EBS) Self-Assessment Survey Version 2.0

Self-Assessment Survey (SAS)

Title on **www.pbssurveys.org**: Self-Assessment Survey

OR...

Title on **www.pbis.org**: EBS Survey—Effective Behavior Support (EBS) Self-Assessment Survey
Version 2.0

DATA COLLECTION PROTOCOL

- ✓ Conducted annually, preferably in spring.
- ✓ Completed by all staff.
- ✓ Use results to design annual action plan.

Effective Behavior Support (EBS) Survey
Assessing and Planning Behavior Support in Schools

Name of school _____ Date _____
District _____ State _____

Person Completing the Survey:

- Administrator · Special Educator · Parent/Family member
- General Educator · Counselor · School Psychologist
- Educational/Teacher Assistant · Community member · Other _____

1. Complete the survey independently.
2. Schedule 20-30 minutes to complete the survey.
3. Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you.

To assess behavior support, first evaluate the status of each system feature (i.e. *in place, partially in place, not in place*) (left hand side of survey). Next, examine each feature:

- a. "What is the current status of this feature (i.e. *in place, partially in place, not in place*)?"
- b. For those features rated as partially in place or not in place, "What is the priority for improvement for this feature (i.e., *high, medium, low*)?"

4. Return your completed survey to _____ by _____ .

School-Wide Systems

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	School-wide is defined as involving all students, all staff, & all settings.	High	Med	Low
			1. A small number (e.g. 3-5) of positively & clearly stated student expectations or rules are defined.			
			2. Expected student behaviors are taught directly.			
			3. Expected student behaviors are rewarded regularly.			
			4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.			
			5. Consequences for problem behaviors are defined clearly.			
			6. Distinctions between office v. classroom managed problem behaviors are clear.			
			7. Options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Procedures are in place to address emergency/dangerous situations.			
			9. A team exists for behavior support planning & problem solving.			
			10. School administrator is an active participant on the behavior support team.			
			11. Data on problem behavior patterns are collected and summarized within an on-going system.			

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	School-wide is defined as involving all students, all staff, & all settings.	High	Med	Low
			12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).			
			13. School has formal strategies for informing families about expected student behaviors at school.			
			14. Booster training activities for students are developed, modified, & conducted based on school data.			
			15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.			
			16. All staff are involved directly and/or indirectly in school-wide interventions.			
			17. The school team has access to on-going training and support from district personnel.			
			18. The school is required by the district to report on the social climate, discipline level or student behavior at least annually.			

Name of School _____ Date _____

Non-Classroom Setting Systems

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Non-classroom settings are defined as particular times or places where supervision is emphasized (e.g., hallways, cafeteria, playground, bus).	High	Med	Low
			1. School-wide expected student behaviors apply to non-classroom settings.			
			2. School-wide expected student behaviors are taught in non-classroom settings.			
			3. Supervisors actively supervise (move, scan, & interact) students in non-classroom settings.			
			4. Rewards exist for meeting expected student behaviors in non-classroom settings.			
			5. Physical/architectural features are modified to limit (a) unsupervised settings, (b) unclear traffic patterns, and (c) inappropriate access to & exit from school grounds.			
			6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.			
			7. Staff receives regular opportunities for developing and improving active supervision skills.			
			8. Status of student behavior and management practices are evaluated quarterly from data.			
			9. All staff are involved directly or indirectly in management of non-classroom settings.			

Name of School _____ Date _____

Classroom Systems

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Classroom settings are defined as instructional settings in which teacher(s) supervise & teach groups of students.	High	Med	Low
			1. Expected student behavior & routines in classrooms are stated positively & defined clearly.			
			2. Problem behaviors are defined clearly.			
			3. Expected student behavior & routines in classrooms are taught directly.			
			4. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative).			
			5. Problem behaviors receive consistent consequences.			
			6. Procedures for expected & problem behaviors are consistent with school-wide procedures.			
			7. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs.			
			8. Instruction & curriculum materials are matched to student ability (math, reading, language).			
			9. Students experience high rates of academic success ($\geq 75\%$ correct).			
			10. Teachers have regular opportunities for access to assistance & recommendations (observation, instruction, & coaching).			
			11. Transitions between instructional & non-instructional activities are efficient & orderly.			

Name of School _____ Date _____

Individual Student Systems

Current Status			Feature	Priority for Improvement		
In Place	Partial in Place	Not in Place	Individual student systems are defined as specific supports for students who engage in chronic problem behaviors (1%-7% of enrollment)	High	Med	Low
			1. Assessments are conducted regularly to identify students with chronic problem behaviors.			
			2. A simple process exists for teachers to request assistance.			
			3. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors.			
			4. Behavioral support team includes an individual skilled at conducting functional behavioral assessment.			
			5. Local resources are used to conduct functional assessment-based behavior support planning (~10 hrs/week/student).			
			6. Significant family &/or community members are involved when appropriate & possible.			
			7. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies.			
			8. Behavior is monitored & feedback provided regularly to the behavior support team & relevant staff.			

Name of School _____ Date _____

Directions for Using the On-Line PBIS School Safety Survey (SSS)*

Please Note: The *School Safety Survey (SSS)* needs to be completed once per year by all faculty and staff within the building; staff can complete in the computer lab together or be given a time frame within which to complete the survey

Completing the School Safety Survey (SSS):

- 1.) Go to **www.pbssurveys.org**
- 2.) Click "Login" on menu bar
- 3.) Click the "Respondent" button, put in your school account # _____ and then click on the "Login" button; upon submission you will receive a "Login Successful" prompt
- 4.) Go to "Surveys" on the menu bar, click on "School Safety" and then scroll to the "Complete Survey" button
- 5.) On the survey, select your school as well as your occupation/role within the school
- 6.) Rate the status for each listed question on page one, "Risk Factors"
- 7.) Before submitting survey, click the "Protective Factors" tab at the top of the survey to complete page two
- 8.) Upon completion of page two, click the "Submit" button

Viewing Safety Survey Reports:

- 1.) To view survey, make sure your coordinator has closed the survey or that the ending date (_____) has transpired
 - 2.) You can view the *School Safety Survey* two different ways:
 - a. Individual Surveys
 - iii. Click the "+" sign to see data
 - iv. Click the "Show Charts" sign to see graphs
 - b. Comparative Yearly Summaries
 - i. Highlight dates to compare (up to five comparisons)
 - ii. Click "Display Report"
- OR
- iii. Click "+" sign to see data
 - iv. Click the "Show Charts" sign to see graphs

***PLEASE NOTE:** Title on www.pbssurveys.org: *Safety Survey...or...* Title on www.pbis.org: *Oregon School Safety Survey—The School Safety Survey Version 2.0*

The School Safety Survey

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School Safety Survey version 2.0, March 2002

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Essential Questions for School Safety Planning

Choose a minimum of 5 staff, including 1 administrator, 1 custodial staff member, 1 supervisory/classified member, 1 certified member and 1 office staff member, to complete this survey. Please place a check (X) next to the item that best reflects your opinion for each question. Your responses will be valuable in determining training and support needs related to school safety and violence prevention.

School Name: _____ Date: ____/____/____

District: _____ State: _____

Your Role:

1. Administrator _____
2. Teacher _____
3. Special Education Teacher _____
4. Educational Assistant _____
5. Office Staff _____
6. Custodial Staff _____
7. Related Service Provider _____
8. Student _____
9. Parent _____
10. Community Member _____
11. Other _____

Section One: Assessment of Risk Factors for School Safety and Violence

Indicate the extent to which these factors exist in your school and neighborhood:	Rating				
	not at all	minimally	moderately	extensively	don't know
1. Illegal weapons.					
2. Vandalism.					
3. High student mobility (i.e. frequent changes in school enrollment).					
4. Graffiti.					
5. Gang activity.					
6. Truancy.					
7. Student suspensions and/or expulsions.					
8. Students adjudicated by the court.					
9. Parents withdrawing students from school because of safety concerns.					
10. Child abuse in the home.					
11. Trespassing on school grounds.					
12. Poverty.					
13. Crimes (e.g. theft, extortion, hazing).					
14. Illegal drug and alcohol use.					
15. Fights, conflict, and assault.					
16. Incidence of bullying, intimidation, and harassment.					
17. Deteriorating condition of the physical facilities in the school.					

Section Two: Assessment of Response Plans for School Safety and Violence					
Indicate the extent to which these factors exist in your school and neighborhood:	Rating				
	not at all	minimally	moderately	extensively	don't know
18. Opportunity for extracurricular programs and sports activities.					
19. Professional development and staff training.					
20. Crisis and emergency response plans.					
21. Consistently implemented school-wide discipline plans.					
22. Student support services in school (e.g. counseling, monitoring, support team systems).					
23. Parent involvement in our school (e.g. efforts to enhance school safety, student support).					
24. Student preparation for crises and emergencies.					
25. Supervision of students across all settings.					
26. Suicide prevention/response plans.					
27. Student participation and involvement in academic activities.					
28. Positive school climate for learning.					
29. Acceptance of diversity.					
30. Response to conflict and problem solving.					
31. Collaboration with community resources.					
32. High expectations for student learning and productivity.					
33. Effective student-teacher relationships.					

Section Three: Your Comments on School Safety and Violence

1. What is the most pressing safety need in your school?
2. What school safety activities does your school do best?
3. What topics are most important for training and staff development?
4. What are the biggest barriers to improved school safety measures?
5. What other comments do you have regarding school safety?
6. What other factors not included in this survey do you believe affect school safety?

SCORING GUIDE:

Completing the Benchmarks of Quality for School-wide Positive Behavior Support (SWPBS)

When & Why

Benchmarks of *Quality for School-wide Positive Behavior Support* should be completed at least annually by each school. The Benchmarks are used by teams to identify areas of success, areas for improvement, and by districts and states to guide training and technical assistance and to identify model/exemplar schools.

Procedures for Completing

Step 1 - Coaches Scoring

The Coach will use his or her best judgment based on personal experience with the school and the descriptions and exemplars in the *Benchmarks of Quality Scoring Guide* to score each of the 53 items on the *Benchmarks of Quality Scoring Form* (p.1 & 2). Do not leave any items blank.

Step 2 - Team Member Rating

The coach will give the *Benchmarks of Quality Team Member Rating Form* to each SWPBS Team member to be completed independently and returned to the coach upon completion. Members should be instructed to rate each of the 53 items according to whether the component is “In Place”, “Needs Improvement”, or “Not in Place”. Some of the items relate to product and process development, others to action items; in order to be rated as “In Place,” the item must be developed and implemented (where applicable). Coaches will collect and tally responses and record on the *Benchmarks of Quality Scoring Form* the team’s most frequent response using ++ for “In Place,” + for “Needs Improvement,” and – for “Not In Place.”

Step 3 – Team Report

The coach will then complete the *Team Summary* on p. 3 of the *Benchmarks of Quality Scoring Form* recording areas of discrepancy, strength and weakness. *Discrepancies* - If there were any items for which the team’s most frequent rating varied from the coaches’ rating based upon the Scoring Guide, the descriptions and exemplars from the guide should be shared with the team. This can happen at a team meeting or informally. If upon sharing areas of discrepancy, the coach realizes that there is new information that according to the *Scoring Guide* that would result in a different score, the item and the adjusted final score should be recorded on the *Scoring Form*.

Step 4 - Reporting Back to Team

After completing the remainder of the *Benchmarks of Quality: Scoring Form*, the coach will report back to the team using the *Team Report* page of the *Benchmarks of Quality: Scoring Form*. If needed, address items of discrepancy and adjust the score. The coach will then lead the team through a discussion of the identified areas of strength (high ratings) and weakness (low ratings). This information should be conveyed as “constructive feedback” to assist with action planning.

Step 5 - Reporting to District Coordinator

The coach will forward a copies of the ***Benchmarks of Quality: Scoring Form*** and all of the ***Team Member Rating Forms*** to the to the district coordinator. Based upon the results of the Benchmarks, a PBS faculty member may contact the coach to determine if the school is interested in being considered for "model school" status. Potential "model schools" must agree to participate in on-site follow-up assessments.

BENCHMARKS OF QUALITY SCORING GUIDE

Benchmark	3 points	2 points	1 point	0 points
1. Team has broad representation			Includes all of the following: SAC team member, Administrator (i.e., principal, asst. principal or dean), reg. ed. teacher, spec. ed. teacher, member with behavior expertise, and a coach/district- level representation.	Some groups are not represented on the team.
2. Team has administrative support	Administrator(s) attended training, play an active role in the PBS process, actively communicate their commitment, support the decisions of the PBS Team, and attend all team meetings.	Administrator(s) support the process, take as active a role as the rest of the team, and/or attend most meetings	Administrator(s) support the process but don't take as active a role as the rest of the team, and/or attends only a few meetings.	Administrator(s) do not actively support the PBS process.
3. Team has regular meetings (at least monthly)		Team meets monthly (min. of 9 one-hour meetings each school year).	Team meetings are not consistent (5-8 monthly meetings each school year).	Team seldom meets (fewer than five monthly meetings during the school year).
4. Team has established a clear mission/purpose			Team has a written purpose/mission statement for the PBS team (commonly completed on the cover sheet of the action plan).	No mission statement/purpose written for the team.
5. Faculty are aware of behavior problems across campus (regular data sharing)		Data regarding school-wide behavior is shared with faculty monthly (min. of 8 times per year).	Data regarding school-wide behavior is occasionally shared with faculty (3-7 times per year).	Data is not regularly shared with faculty. Faculty may be given an update 0-2 times per year
6. Faculty involved in establishing and reviewing goals		Most faculty participate in establishing PBS goals (i.e. surveys, "dream", "PATH") on at least an annual basis.	Some of the faculty participates in establishing PBS goals (i.e. surveys, "dream", "PATH") on at least an annual basis.	Faculty does not participate in establishing PBS goals.

Benchmark	3 points	2 points	1 point	0 points
7. Faculty feedback obtained throughout year		Faculty is given opportunities to provide feedback, to offer suggestions, and to make choices in every step of the PBS process (via staff surveys, voting process, suggestion box, etc.) Nothing is implemented without the majority of faculty approval.	Faculty are given some opportunities to provide feedback, to offer suggestions, and to make some choices during the PBS process. However, the team also makes decisions without input from staff.	Faculty are rarely given the opportunity to participate in the PBS process (fewer than 2 times per school year).
8. Discipline process described in narrative format or depicted in graphic format		Team has established clear, written procedures that lay out the process for handling both major and minor discipline incidents. (Includes crisis situations)	Team has established clear, written procedures that lay out the process for handling both major and minor discipline incidents. (Does not include crisis situations.)	Team has not established clear, written procedures for discipline incidents and/or there is no differentiation between major and minor incidents.
9. Process includes documentation procedures			There is a documentation procedure to track both major and minor behavior incidents (i.e., form, database entry, file in room, etc.).	There is not a documentation procedure to track both major and minor behavior incidents (i.e., form, database entry, file in room, etc.).
10. Discipline referral form includes information useful in decision making		Information on the referral form includes ALL of the required fields: Student's name, date, time of incident, grade level, referring staff, location of incident, gender, problem behavior, possible motivation, others involved, and administrative decision.	The referral form includes all of the required fields, but also includes unnecessary information that is not used to make decisions and may cause confusion.	The referral form lacks one or more of the required fields or does not exist.
11. Behaviors defined	Written documentation exists that includes clear definitions of all behaviors listed.	All of the behaviors are defined but some of the definitions are unclear.	Not all behaviors are defined or some definitions are unclear.	No written documentation of definitions exists.

Benchmark	3 points	2 points	1 point	0 points
12. Major/minor behaviors are clearly identified/understood		Most staff are clear about which behaviors are staff managed and which are sent to the office. (i.e. appropriate use of office referrals) Those behaviors are clearly defined, differentiated and documented.	Some staff are unclear about which behaviors are staff managed and which are sent to the office (i.e. appropriate use of office referrals) or no documentation exists.	Specific major/minor behaviors are not clearly defined, differentiated or documented.
13. Suggested array of appropriate responses to minor (non office-managed) problem behaviors		There is evidence that most staff are aware of and use an array of appropriate responses to minor behavior problems.	There is evidence that most staff are aware of and use an array of appropriate responses to minor behavior problems.	There is evidence that few staff are aware of or use an array of appropriate responses to minor behavior problems.
14. Suggested array of appropriate responses to major (office-managed) problem behaviors		There is evidence that all administrative staff are aware of and use an array of predetermined appropriate responses to major behavior problems.	There is evidence that all administrative staff are aware of and use an array of predetermined appropriate responses to major behavior problems.	There is evidence that some administrative staff are not aware of, or do not follow, an array of predetermined appropriate responses to major behavior problems.
15. Data system to collect and analyze ODR data	The database can quickly output data in graph format and allows the team access to ALL of the following information: average referrals per day per month, by location, by problem behavior, by time of day, by student, and compare between years.	ALL of the information can be obtained from the database (average referrals per day per month, by location, by problem behavior, by time of day, by student, and compare between years), though it may not be in graph format, may require more staff time to pull the information, or require staff time to make sense of the data.	Only partial information can be obtained (lacking either the number of referrals per day per month, location, problem behavior, time of day, student, and compare patterns between years.)	The data system is not able to provide any of the necessary information the team needs to make school-wide decisions.

Benchmark	3 points	2 points	1 point	0 points
16. Additional data collected (attendance, grades, faculty attendance, surveys)			The team collects and considers data other than discipline data to help determine progress and successes (i.e. attendance, grades, faculty attendance, school surveys, etc.)	The team does not collect or consider data other than discipline data to help determine progress and successes (i.e. attendance, grades, faculty attendance, school surveys, etc.).
17. Data entered weekly (minimum)			Data is typically entered at least weekly .	Data is not entered at least weekly (minimum).
18. Data analyzed monthly (minimum)		Data is printed, analyzed, and put into graph format or other easy to understand format by a member of the team monthly (minimum)	Data is printed, analyzed, and put into graph format or other easy to understand format by a team member less than once a month .	Data is not analyzed .
19. Data shared with team and faculty monthly (minimum)		Data is shared with the PBS team and faculty at least once a month .	Data is shared with the PBS team and faculty less than one time a month .	Data is not reviewed each month by the PBS team and shared with faculty.
20. 3-5 positively stated school-wide expectations posted around school	3-5 positively stated school-wide expectations are visibly posted around the school. Areas posted include the classroom and a minimum of 3 other school settings (i.e., cafeteria, hallway, front office, etc).	3-5 positively stated expectations are visibly posted in most important areas (i.e. classroom, cafeteria, hallway), but one area may be missed.	3-5 positively stated expectations are not clearly visible in common areas.	Expectations are not posted or team has either too few or too many expectations.
21. Expectations apply to both students and staff	PBS team has communicated that expectations apply to all students and all staff.	PBS team has expectations that apply to all students AND all staff but haven't specifically communicated that they apply to staff as well as students.	Expectations refer only to student behavior.	There are no expectations.
22. Rules developed and posted for specific settings (where problems are prevalent)		Rules are posted in all of the most problematic areas in the school.	Rules are posted in some , but not all of the most problematic areas of the school.	Rules are not posted in any of the most problematic areas of the school.

Benchmark	3 points	2 points	1 point	0 points
23. Rules are linked to expectations			When taught or enforced, staff consistently link the rules with the school-wide expectations.	When taught or enforced, staff do not consistently link the rules with the school-wide expectations and/or rules are taught or enforced separately from expectations.
24. Staff feedback/involvement in expectations/rule development		Most staff were involved in providing feedback/input into the development of the school-wide expectations and rules (i.e., survey, feedback, initial brainstorming session, election process, etc.)	Some staff were involved in providing feedback/input into the development of the school-wide expectations and rules.	Staff were not involved in providing feedback/input into the development of the school-wide expectations and rules.
25. A system of rewards has elements that are implemented consistently across campus	The reward system guidelines and procedures are implemented consistently across campus. Almost all members of the school are participating appropriately.	The reward system guidelines and procedures are implemented consistently across campus. However, some staff choose not to participate or participation does not follow the established criteria.	The reward system guidelines and procedures are not implemented consistently because several staff choose not to participate or participation does not follow the established criteria.	There is no identifiable reward system or a large percentage of staff are not participating.
26. A variety of methods are used to reward students.	at least 90% participation	at least 75% participation	at least 50% participation	less than 50% participation
		The school uses a variety of methods to reward students (e.g. cashing in tokens/points). There should be opportunities that include tangible items, praise/recognition and social activities/events. Students with few/many tokens/points have equal opportunities to cash them in for rewards. However, larger rewards are given to those earning more tokens/points.	The school uses a variety of methods to reward students, but students do not have access to a variety of rewards in a consistent and timely manner.	The school uses only one set methods to reward students (i.e., tangibles only) or there are no opportunities for children to cash in tokens or select their reward. Only students that meet the quotas actually get rewarded, students with fewer tokens cannot cash in tokens for a smaller reward.

Benchmark	3 points	2 points	1 point	0 points
27. Rewards are linked to expectations	Rewards are provided for behaviors that are identified in the rules/expectations and staff verbalize the appropriate behavior when giving rewards.	Rewards are provided for behaviors that are identified in the rules/expectations and staff sometimes verbalize appropriate behaviors when giving rewards.	Rewards are provided for behaviors that are identified in the rules/expectations but staff rarely verbalize appropriate behaviors when giving rewards.	Rewards are provided for behaviors that are not identified in the rules and expectations.
28. Rewards are varied to maintain student interest		The rewards are varied throughout year and reflect students' interests (e.g. consider the student age, culture, gender, and ability level to maintain student interest.)	The rewards are varied throughout the school year, but may not reflect students' interests.	The rewards are not varied throughout the school year and do not reflect student's interests.
29. System includes opportunities for naturally occurring reinforcement.			Students often get natural rewards such as praise and recognition for academic performance that are not part of the planned reward system.	Students rarely get natural rewards, such as praise and recognition for academic performance that are not part of the planned reward system.
30. Ratios of reinforcement to corrections are high	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are high (e.g., 4:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are moderate (e.g., 2:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are about the same (e.g., 1:1).	Ratios of teacher reinforcement of appropriate behavior to correction of inappropriate behavior are low (e.g., 1:4)
31. Students are involved in identifying/developing incentives			Students are often involved in identifying/developing incentives.	Students are rarely involved in identifying/developing incentives.
32. The system includes incentives for staff/faculty		The system includes incentives for staff/faculty and they are delivered consistently.	The system includes incentives for staff/faculty, but they are not delivered consistently.	The system does not include incentives for staff/faculty.
33. A behavioral curriculum includes concept and skill level instruction		Lesson plans are developed and used to teach rules and expectations	Lesson plans were developed and used to teach rules, but not developed for expectations or vice versa.	Lesson plans have not been developed or used to teach rules or expectations

34. Lessons include examples and non-examples			Lesson plans include both examples of appropriate behavior and examples of inappropriate behavior.	Lesson plans give no specific examples or non-examples or there are no lesson plans.
35. Lessons use a variety of teaching strategies		Lesson plans are taught using at least 3 different teaching strategies (i.e., modeling, role-playing, videotaping)	Lesson plans have been introduced using fewer than 3 teaching strategies.	Lesson plans have not been taught or do not exist.
36. Lessons are embedded into subject area curriculum		Nearly all teachers embed behavior teaching into subject area curriculum on a daily basis.	About 50% of teachers embed behavior teaching into subject area curriculum or embed behavior teaching fewer than 3 times per week	Less than 50% of all teachers embed behavior teaching into subject area curriculum or only occasionally remember to include behavior teaching in subject areas.
37. Faculty/staff and students are involved in development & delivery of lesson plans			Faculty, staff, and students are involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings.	Faculty, staff, and students are not involved in the development and delivery of lesson plans to teach behavior expectations and rules for specific settings.
38. Strategies to reinforce the lessons with families/community are developed and implemented			The PBS Plan includes strategies to reinforce lessons with families and the community (i.e., after-school programs teach expectations, newsletters with tips for meeting expectations at home)	The PBS plan does not include strategies to be used by families and the community.

39. Develop, schedule, and deliver plans to teach staff the discipline and data system		The team scheduled time to present and train faculty and staff on the discipline procedures and data system including checks for accuracy of information or comprehension. Training included all components: referral process (flowchart), definitions of problem behaviors, explanation of major vs. minor forms, and how the data will be used to guide the team in decision making.	The team scheduled time to present and train faculty and staff on the discipline procedures and data system, but there were no checks for accuracy of information or comprehension. OR training did not include all components (i.e., referral process (flowchart), definitions of problem behaviors, explanation of major vs. minor forms, and how the data will be used to guide the team in decision making.)	Staff was either not trained or was given the information without formal introduction and explanation.
40. Develop, schedule, and deliver plans to teach staff the lesson plans for teaching students		The team scheduled time to present and train faculty and staff on lesson plans to teach students expectations and rules including checks for accuracy of information or comprehension. Training included all components: plans to introduce the expectations and rules to all students, explanation of how and when to use formal lesson plans, and how to embed behavior teaching into daily curriculum.	The team scheduled time to present and train faculty and staff on lesson plans to teach students expectations and rules but there were no checks for accuracy of information or comprehension. OR Training did not include all components: plans to introduce the expectations and rules to all students, explanation of how and when to use formal lesson plans, and how to embed behavior teaching into daily curriculum.	Staff was either not trained or was given the information without formal introduction and explanation.
41. Develop, schedule and deliver plans for teaching students expectations, rules, & rewards	Students are introduced/taught all of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are introduced/taught two (2) of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are introduced/taught only one (1) of the following: school expectations, rules for specific setting, and the reward system guidelines.	Students are not introduced/taught any of the following: school expectations, rules for specific setting, and the reward system guidelines.

42. Booster sessions for students and staff are planned, scheduled, and implemented		Booster sessions are planned and delivered to reteach staff/students at least once in the year and additionally at times when the data suggest problems by an increase in discipline referrals per day per month or a high number of referrals in a specified area. Expectations and rules are reviewed with students regularly (at least 1x per week).	Booster sessions are not utilized fully. For example: booster sessions are held for students but not staff, booster sessions are held for staff, but not students; booster sessions are not held, but rules & expectations are reviewed at least weekly with students.	Booster sessions for students and staff are not scheduled/planned. Expectations and rules are reviewed with students once a month or less.
43. Schedule for rewards/incentives for the year is planned			There is a clear plan for the type and frequency of rewards/incentives to be delivered throughout the year.	There is no plan for the type and frequency of rewards/incentives to be delivered throughout the year.
44. Plans for orienting incoming staff and students are developed and implemented		Team has planned for and carries out the introduction of School-wide PBS and training of new staff and students throughout the school year.	Team has planned for the introduction of School-wide PBS and training of either new students or new staff, but does not include plans for training both. OR the team has plans but has not implemented them.	Team has not planned for the introduction of School-wide PBS and training of new staff or students
45. Plans for involving families/community are developed and implemented			Team has planned for the introduction and on-going involvement of school-wide PBS to families/community (i.e., newsletter, brochure, PTA, open-house, team member, etc.)	Team has not introduced school-wide PBS to families/community.
46. Faculty/staff are taught how to respond to crisis situations			Faculty and staff are taught how to personally respond to crisis situations and have written information (i.e. manual) of the district crisis plan.	Faculty and staff are not taught how to personally respond to crisis situations and/or have no written information (i.e. manual) of the district crisis plan.

47. Responding to crisis situations is rehearsed			Faculty and staff are given opportunities during the school year to practice responding to crisis situations.	Faculty and staff do not practice responding to crisis situations.
48. Procedures for crisis situations are readily accessible			Faculty and staff have ready access to and know where to find procedures for dealing with crisis situations	Faculty and staff do not have ready access to or know where to find procedures for dealing with crisis situations
49. Students and staff are surveyed about PBS		Students and staff are surveyed at least annually (i.e. items on climate survey or specially developed PBS plan survey), and information is used to address the PBS plan.	Students and staff are surveyed at least annually (i.e. items on climate survey or specially developed PBS plan survey), but information is not used to address the PBS plan.	Students and staff are not surveyed.
50. Students and staff can identify expectations and rules		Almost all students and staff can identify the school-wide expectations and rules for specific settings. (can be identified through surveys, random interviews, etc...) at least 90%	Many students and staff can identify the school-wide expectations and rules for specific settings. at least 50%	Few of students and staff can identify the expectations and rules for specific settings OR Evaluations are not conducted less than 50%
51. Staff use discipline system/documentation appropriately	Almost all staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. (can be identified by reviewing completed forms, staff surveys, etc...) at least 90% know/use	Many of the staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. at least 75% know/use	Some of the staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly. at least 50% know/use	Few staff know the procedures for responding to inappropriate behavior, use forms as intended and fill them out correctly OR Evaluations are not conducted. less than 50% know/use

52. Staff use reward system appropriately	Almost all staff understand identified guidelines for the reward system and are using the reward system appropriately. (can be identified by reviewing reward token distribution, surveys, etc...)	Many of the staff understand identified guidelines for the reward system and are using the reward system appropriately.	Some of the staff understand identified guidelines for the reward system and are using the reward system appropriately.	Few staff understand and use identified guidelines for the reward system OR Evaluations are not conducted at least yearly or do not assess staff knowledge and use of the reward system.
53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBS plan.	There is a plan for collecting data to evaluate PBS outcomes, most data is collected as scheduled, and data is used to evaluate PBS plan.	There is a plan for collecting data to evaluate PBS outcomes, some of the scheduled data has been collected, and data is used to evaluate PBS plan.	There is a plan for collecting data to evaluate PBS outcomes, however nothing has been collected to date.	There is no plan for collecting data to evaluate PBS outcomes.

School-wide Benchmarks of Quality TEAM MEMBER RATING FORM

Directions: Place a check in the box that most accurately describes your progress on each benchmark.

Critical Elements	Benchmarks of Quality	Check One		
		In Place (++)	Needs Improvement (+)	Not In Place (-)
PBS Team	1. Team has broad representation			
	2. Team has administrative support			
	3. Team has regular meetings (at least monthly)			
	4. Team has established a clear mission/purpose			
Faculty Commitment	5. Faculty are aware of behavior problems across campus (regular data sharing)			
	6. Faculty involved in establishing and reviewing goals			
	7. Faculty feedback obtained throughout year			
Effective Procedures for Dealing with Discipline	8. Discipline process described in narrative format or depicted in graphic format			
	9. Process includes documentation procedures			
	10. Discipline referral form includes information useful in decision making			
	11. Behaviors defined			
	12. Major/minor behaviors are clearly identified/understood			
	13. Suggested array of appropriate responses to minor (non office-managed) problem behaviors			
	14. Suggested array of appropriate responses to major (office-managed) problem behaviors			
Data Entry & Analysis Plan Established	15. Data system to collect and analyze ODR data			
	16. Additional data collected (attendance, grades, faculty attendance, surveys)			
	17. Data entered weekly (minimum)			
	18. Data analyzed monthly (minimum)			
	19. Data shared with team and faculty monthly (minimum)			
Expectations & Rules Developed	20. 3-5 positively stated school-wide expectations posted around school			
	21. Expectations apply to both students and staff			
	22. Rules developed and posted for specific settings (where problems are prevalent)			
	23. Rules are linked to expectations			
	24. Staff feedback/involvement in expectations/rule development			

Critical Elements	Benchmarks of Quality	In Place (++)	Needs Improvement (+)	Not In Place (-)
Reward/ Recognition Program Established	25. A system of rewards has elements that are implemented consistently across campus			
	26. A variety of methods are used to reward students			
	27. Rewards are linked to expectations			
	28. Rewards are varied to maintain student interest			
	29. System includes opportunities for naturally occurring reinforcement			
	30. Ratios of reinforcement to corrections are high			
	31. Students are involved in identifying/developing incentives			
	32. The system includes incentives for staff/faculty			
Lesson Plans for Teaching Expectations/ Rules	33. A behavioral curriculum includes concept and skill level instruction			
	34. Lessons include examples and non-examples			
	35. Lessons use a variety of teaching strategies			
	36. Lessons are embedded into subject area curriculum			
	37. Faculty/staff and students are involved in development and delivery of lesson plans			
	38. Strategies to reinforce the lessons with families/community are developed and implemented			
Implementation Plan	39. Develop, schedule, and deliver plans to teach staff the discipline and data system			
	40. Develop, schedule, and deliver plans to teach staff the lesson plans for students			
	41. Schedule/plans for teaching students expectations/rules/rewards are developed			
	42. Booster sessions for students and staff are scheduled, planned, and delivered			
	43. Schedule for rewards/incentives for the year is planned			
	44. Plans for orienting incoming staff and students are developed and implemented			
	45. Plans for involving families/community are developed and implemented			
Crisis Plan	46. Faculty/staff are taught how to respond to crisis situations			
	47. Responding to crisis situations is rehearsed			
	48. Procedures for crisis situations are readily accessible			
Evaluation	49. Students and staff are surveyed about PBS			
	50. Students and staff know expectations and rules			
	51. Staff use discipline system/documentation appropriately			
	52. Staff use reward system appropriately			
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBS plans			

School Name: _____ District: _____ Date: _____

Person Completing Survey: _____ Position _____ (i.e. Principal, Guidance Counselor)
(Please return this completed rating form to your coach)

School-wide Benchmarks of Quality: SCORING FORM

School Name: _____ District: _____

Coach's Name: _____ Date: _____

STEP 1: Coach uses the Scoring Guide to determine appropriate point value. Circle ONLY ONE response.

STEP 2: Indicate your team's most frequent response. Write the response in column 2.

(in place ++, needs improvement +, or not in place -). If there is a tie, report the higher score.

STEP 3: Place a check next to any item where there is a discrepancy between your rating and the team's rating. Document the discrepancies on page 3.

Critical Elements	STEP 1					STEP 2	STEP 3
						++, +, or -	✓
PBS Team	5. Team has broad representation			1	0		
	6. Team has administrative support	3	2	1	0		
	7. Team has regular meetings (at least monthly)		2	1	0		
	8. Team has established a clear mission/purpose			1	0		
Faculty Commitment	28. Faculty are aware of behavior problems across campus (regular data sharing)		2	1	0		
	29. Faculty involved in establishing and reviewing goals		2	1	0		
	30. Faculty feedback obtained throughout year		2	1	0		
Effective Procedures for Dealing with Discipline	31. Discipline process described in narrative format or depicted in graphic format		2	1	0		
	32. Process includes documentation procedures			1	0		
	33. Discipline referral form includes information useful in decision making		2	1	0		
	34. Behaviors defined	3	2	1	0		
	35. Major/minor behaviors are clearly identified/understood		2	1	0		
	36. Suggested array of appropriate responses to minor (non office-managed) problem behaviors			1	0		
	37. Suggested array of appropriate responses to major (office-managed) problem behaviors			1	0		
Data Entry & Analysis Plan Established	38. Data system to collect and analyze ODR data	3	2	1	0		
	39. Additional data collected (attendance, grades, faculty attendance, surveys)			1	0		
	40. Data entered weekly (minimum)			1	0		
	41. Data analyzed monthly (minimum)		2	1	0		
	42. Data shared with team and faculty monthly (minimum)		2	1	0		
Expectations & Rules Developed	43. 3-5 positively stated school-wide expectations posted around school	3	2	1	0		
	44. Expectations apply to both students and staff	3	2	1	0		
	45. Rules developed and posted for specific settings (where problems are prevalent)		2	1	0		
	46. Rules are linked to expectations			1	0		
	47. Staff feedback/involvement in expectations/rule development		2	1	0		

Critical Elements	STEP 1					STEP 2 ++, +, or _	STEP 3 ✓
Reward/ Recognition Program Established	48. A system of rewards has elements that are implemented consistently across campus	3	2	1			
	49. A variety of methods are used to reward students		2	1	0		
	50. Rewards are linked to expectations	3	2	1	0		
	28. Rewards are varied to maintain student interest		2	1	0		
	29. System includes opportunities for naturally occurring reinforcement			1	0		
	30. Ratios of reinforcement to corrections are high	3	2	1	0		
	31. Students are involved in identifying/developing incentives			1	0		
	32. The system includes incentives for staff/faculty		2	1	0		
Lesson Plans for Teaching Expectations/ Rules	33. A behavioral curriculum includes concept and skill level instruction		2	1	0		
	34. Lessons include examples and non-examples			1	0		
	35. Lessons use a variety of teaching strategies		2	1	0		
	36. Lessons are embedded into subject area curriculum		2	1	0		
	37. Faculty/staff and students are involved in development & delivery of lesson plans			1	0		
	38. Strategies to reinforce the lessons with families/community are developed and implemented			1	0		
Implemen- tation Plan	39. Develop, schedule and deliver plans to teach staff the discipline and data system		2	1	0		
	40. Develop, schedule and deliver plans to teach staff the lesson plans for teaching students		2	1	0		
	41. Develop, schedule and deliver plans for teaching students expectations/rules/rewards	3	2	1	0		
	42. Booster sessions for students and staff are planned, scheduled, and delivered		2	1	0		
	43. Schedule for rewards/incentives for the year is planned			1	0		
	44. Plans for orienting incoming staff and students are developed and implemented		2	1	0		
	45. Plans for involving families/community are developed & implemented			1	0		
Crisis Plan	46. Faculty/staff are taught how to respond to crisis situations			1	0		
	47. Responding to crisis situations is rehearsed			1	0		
	48. Procedures for crisis situations are readily accessible			1	0		
Evaluation	49. Students and staff are surveyed about PBS		2	1	0		
	50. Students and staff can identify expectations and rules		2	1	0		
	51. Staff use discipline system/documentation appropriately	3	2	1	0		
	52. Staff use reward system appropriately	3	2	1	0		
	53. Outcomes (behavior problems, attendance, morale) are documented and used to evaluate PBS plan	3	2	1	0		
TOTAL							

	Critical Elements	Benchmarks of Quality Questions	In Place (++)	Needs Improvement (+)	Not in Place (-)
School-wide Benchmarks of Quality – Team Member Rating Form – Tally Sheet	PBS Team	1.			
		2.			
		3.			
		4.			
	Faculty Commitment	5.			
		6.			
		7.			
	Effective Procedures for Dealing with Discipline	8.			
		9.			
		10.			
		11.			
		12.			
		13.			
		14.			
	Data Entry & Analysis Plan Established	15.			
		16.			
		17.			
		18.			
		19.			
	Expectations & Rules Developed	20.			
		21.			
		22.			
		23.			
		24.			
	Reward / Recognition Program Established	25.			
		26.			
		27.			
		28.			
		29.			
		30.			
		31.			
		32.			
	Lesson Plans for Teaching Expectations / Rules	33.			
		34.			
		35.			
		36.			
		37.			
		38.			
	Implementation Plan	39.			
		40.			
		41.			
		42.			
		43.			
		44.			
		45.			
	Crisis Plan	46.			
		47.			
		48.			
	Evaluation	49.			
		50.			
		51.			
		52.			
		53.			

